

“To evoke in oneself a feeling one has experienced, and having evoked it in oneself, then by means of movement, line, color, sounds or forms expressed in words, so to transmit the same feeling – this is the activity of art.”

Leo Tolstoy

Basic Visual Elements of Art; line, color, shape, texture, value, space, and form

¹col·or

Pronunciation: 'k&l-&r

Function: *noun*

1 a : an aspect of light (as red, brown, or green) or sight that allows one to tell otherwise identical objects apart from each other <the *color* of grass is green>

EXPLORING THE VISUAL ELEMENT OF COLOR AND IT'S POWER OF EXPRESSION

By: Valerie Parker Price

Activities will be introduced that will allow students to develop a method of self expression through exploring the element of color.

CLASSROOM DISCUSSION

Experience/Identify

What is color?

Explain the theory of light reflecting on objects to create color. Explore this theory with a glass prism or clear plastic sheet. Let the students experience the colors reflecting off these items. Talk about rainbows...which is light passing through the clear spherical prism of the raindrops. What colors do the students see? Explain that the different colors are caused by different wavelengths traveling through the prism at different speeds.

ACTIVITY #1

Explore/Contextualize

How is color used in our everyday lives and how does it express a feeling?

Color affects us directly by changing our thoughts, moods, actions, and even our health. Although the impact of color is substantial, we are often unaware of its effect. Discuss with the students how colors are used in buildings, clothing, toys, cars, furniture and advertising. Why do you think the designers chose these colors?

Most of us have favorite colors, and many prefer different colors for different things. Such color preferences are one way we express our personal differences. What are the students favorite colors, and why?

In this activity students will explore and contextualize how color is used in visual art and in their lives to express an emotion. Before starting this activity discuss with the students what color would they use to express anger, love, happiness etc....and why. There are no wrong or right answers, this is about self-expression. Black may represent happiness to some, pink may be anger etc...

Supplies needed: Oil Pastels
Heavy white paper 8 1/2 x 11
Paper towels

Oil pastels are a nice medium to work with, they are like oily crayons. Show the students how to use them at their full potential...smearing with finger or with the paper towel, heavy dark lines or fine lines (intensity of color), colors can be mixed on the paper etc.....let them experiment with them a little while before you start the activity.

Each student will fold their paper in fourths, and cut along the folded lines. Smaller sheets work well because they will have to cover the entire paper. And the smaller sheets will be used in a classroom project, to be discussed later. Have the students come up with a list of 4 different emotions, try to mix them up with positive and negative emotions. The purpose of this exercise is for the students to define an emotion using only color. Colors can be used in different line and texture variations and many different colors and color intensity can be used.

Call out one emotion at a time they have 3 minutes to complete each image. Have them put down on paper, using colors only (no pictures or symbols), how the word makes them feel, immediate response is best. They cannot stop until the 3 minutes are up; this forces them to push beyond their comfort level a little bit, which is good. Have them write the word on the back of the paper.

After each of the 4 words (emotions) have visual definitions, have the students tape their images on the board or wall.

Discussion: Pick 4 students, give them each one of the emotions, they then go to the board or wall and pick 4 images they think define the emotion they were given. This is a fun guessing game. After the images are picked check to see how they did. Discuss with the students why they picked them. Why and how were the colors used, compare several images defining the same emotion, to show how we all express ourselves in different ways.

SAVE THESE IMAGES FOR YOUR CONNECTING THE COLOR (dots)
COMMUNITY CLASS PROJECT

ACTIVITY #2

Skill Building/Practicing

What is a color wheel? How to mix colors.

Introduce the color wheel to your students. Discuss the primary colors (red, yellow, blue), secondary colors and how they are made using primary colors (orange, green, violet), and intermediate colors and how they are made using primary and secondary colors (red-orange, yellow-orange, yellow-green, blue-green, blue-violet, red-violet). Tint – white added to colors produce different tint of a color. Shades – black added to colors produce different shades of a color.

Ask the students what colors on the color wheel represent warmth and which colors represent cold. Have them discuss why? Point out to them that the color wheel is cut in half with warm colors on one side and cool colors on the other

In this activity students will practice mixing the colors based on the color wheel, and their own color inventions. They will develop knowledge of how warm and cool colors are used, and how they change the visual definition of images. They will learn about Analogous color schemes. This activity also ties in with the math curriculum.

Supplies: Tempera paint – red, yellow, blue, white, black
 Small paint brushes
 Paper plates for mixing colors
 Containers for water
 Paper towels for clean-up
 Heavy white paper 8 1/2 x 11
 Rulers
 Pencils

Have each student fold their paper into fourths and cut along the folded line (they will need 2 fourths). Calling out instruction using measurement, have them draw lines with a pencil, they will need to repeat the same lines on each sheet of paper so they have two identical geometric drawings. EXAMPLE: draw a line from the left top corner to bottom right corner, repeat the same for top right and bottom left, measuring 3 inches from the top on each side of your paper draw a straight line across...etc.(show them on your white board). When you have finished your geometric drawings give each student a paper plate with small puddles of red, yellow, black and white paint (warm colors). Let them experiment with mixing their own analogous colors. Using one of their two geometric drawings they will paint each section a different color. Repeat the same painting process using yellow, blue, black and white (cool colors).

When they have completed the painting, have them look at how the different color schemes changes the visual definition of identical images.

SAVE THESE IMAGES FOR YOUR CONNECTING THE COLOR (dots)
COMMUNITY CLASS PROJECT

ACTIVITY #3

Analyzing/Connecting

CONNECTING THE COLOR (dots) COMMUNITY (CLASS) COLLAGE PROJECT

Supplies: scissors
 Glue sticks
 Construction paper
 Tape

Your students will have 6 wonderfully colorful images for this project, have them take each image and cut them in half from corner to corner, this will give them 12 triangular pieces to work with. Have your students work together in pairs, each student will receive one sheet of construction paper. Each pair of students will have 24 triangular pieces to work with, have them mix them up. Working together, they will each glue 12 triangular pieces onto their sheet of construction paper in a pattern; the only rules are that they cannot have anything going off the edge of the construction paper, and they must try to fill up as much of the construction paper as they can (they will need to do some overlapping). By taking pieces of their own images and of their creative partner's images, they will come up with some very interesting color schemes and color compositions.

Constructing/Producing

Collect all of the construction paper sheets and attach them all together with tape (on the back). And you have created a Community Collage. Point out to the students what a great single work of art you get when you combine everyone's individual artwork into a larger collaborative piece.

Performing/Presenting

As a class have your students title the work and put it on display for the school to enjoy.